

**ÅKE INGERMAN**  
BRIEF CV, SEPTEMBER 2022

**Current position (2011-)**

*Professor* in Science and Technology Education  
Department of Pedagogical, Curricular and Professional Studies (PCPS)  
University of Gothenburg (GU)

**Current commission (2015-)**

Dean of Faculty of Education, GU. <http://uf.gu.se/english/about-faculty/faculty-management>

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**Date of birth** November 30, 1973

**Main degrees awarded**

2002 PhD in Physics with specialization in education, Chalmers University of Technology, Sweden. Thesis: *Exploring two facets of physics – Coherent current transport in superconducting structures. Phenomenographic studies of sense-making in physics*  
1997 Master of Science in Engineering Physics, Chalmers University of Technology

**International positions and visits**

2015 Guest researcher (5 months), International Centre for Classroom Research, University of Melbourne, Australia  
2002 –2004 Post-doc, Physics Education Group, Department of Physics, University of the Western Cape, South Africa, and shorter period at Integrated Learning Centre, Queen's University, Canada

**Positions of scientific expertise**

*Application review panels:* Member of Education review panel, Research Council for Culture and Society at the Academy of Finland, 2010 and 2012. Member of Educational Sciences Evaluation Panel (Didactic Aspects), Swedish Research Council, 2012 and 2014. Panel member Swedish Higher Education Authority evaluating PhD exam rights (2017).  
*Editorial work:* Member of the Editorial board for *Educational Research Review* (2010-2018) and *International Journal of Technology and Design Education* (from 2013). Guest editor for special issue on phenomenography and variation theory in *Scandinavian Journal of Educational Research* (2016). Editor for *Acta Universitatis Gothoburgensis: Gothenburg Studies in Educational Sciences* (2010-2021). Chair of review board and steering committee of book publisher *Kriterium* (from 2013), <http://www.kriterium.se/>.  
*Discussant at PhD seminars:* three planning seminars, two 50% seminar, one licentiate seminar, and six final (90%) seminars. PhD seminar leader at the Faculty of Education, GU, 2012-2015.  
*PhD examiner:* Member of seven (Sweden) and opponent/member of two (Norway, Denmark) examination committees. External examiner for three PhD theses (South Africa, Brunei).  
*Reviewer for appointments/promotions:* Reviewer for promotion to professor, South Africa and Finland. Reviewer for South Africa's National Research Foundation's rating of researchers. Reviewer for promotion to associate professor, Linköping University and Uppsala University. Reviewer for the three separate appointments of lecturers, Sweden.  
*Reviewer of journal and conference manuscripts:* Since 2006 reviewer for 15 different international journals and 8 different international conferences.  
*Coordinator for EARLI SIG9 (European Association for Research in Learning and Instruction, Special Interest Group 9 for Phenomenography and Variation Theory)* 2017-2021. Organized SIG9-conference 2018, Birmingham och 2021, Göteborg.  
*Member of NTA:s (Science and technology for all) scientific board, commissioned by IVA (Royal Swedish Association of Engineering Sciences).* 2013-2022.  
*Supervisor:* Currently supervisor for three PhD students, expected to finish 2023, 2024, 2024. Previously main supervisor of six (PhD's awarded 2011, 2011, 2015, 2015, 2020, 2021) and co-supervisor of four (PhD's awarded 2010, 2013, 2017, 2022).

**Other positions of importance**

2022- Member of Södertörn University's Governing Board, Sweden.

### Major grants received (selection)

- 2002 Post-doc fellowship granted from the Swedish Foundation for International Cooperation in Research and Higher Education (STINT) for 18 months stay at University of the Western Cape, South Africa, 2002-2004. Project entitled "Learning physics in higher education: physics, research and practice".
- 2004 Four-year research grant (2005-2008) in physics education from the Swedish research council (VR-UVK). Project entitled "Expanding the physics discipline – considering issues of learning physics as a part of physics".
- 2005 Project leader for "Learning in groups: a multidisciplinary perspective on creating and participating in discursive spaces of learning" funded by VR-UVK 2006-2008.
- 2011 Project leader for "On the exploration, expansion and expression of experiencing technological systems across contexts: learning technology in the Swedish compulsory school" funded by VR-UVK 2012-2014.
- 2016 Co-applicant for "Investigating interactive science education at the university level: Combining variation theory with social semiotics as it relates to disciplinary representations and semiotic resources" funded by VR-UVK 2017-2020. Project leader Cedric Linder, University of Uppsala.
- 2018 Project leader for "A research school focused on sustainable development and classroom teaching of Swedish, social studies, and science in compulsory middle school", funded by VR-UVK 2019(-2023).
- 2020 Project leader for "Effects of teaching in mathematics and science that include designed group discussions with respect to content progression and variation theory", funded by Swedish Institute for Educational Research 2021(-2023).

### Selected publications

1. S. Booth & Å. Ingerman (2002). Making sense of Physics in the first year of study, *Learning and Instruction* 12(5), 493-507
2. Å. Ingerman, C. Linder & D. Marshall (2009). The learners' experience of variation – Following students' threads of learning physics in computer simulation sessions, *Instructional Science* 37(3), 273-292
3. B. Collier-Reed Å. Ingerman, & A. Berglund (2009). Reflections on trustworthiness in phenomenographic research: Recognising purpose, context and change in the process of research, *Education as Change*, 13(2), 339 - 355
4. B. Collier-Reed & Å. Ingerman (2013). *Phenomenography: From critical aspects to knowledge claim*. In J. Huisman & M. Tight (Eds) *Theory and Method in Higher Education Research*. (International Perspectives on Higher Education Research, Volume 9) Bingley, UK: Emerald, p. 243-260
5. Å. Ingerman & PO. Wickman (2015). Towards a teachers' professional discipline. Shared responsibility for didactic models in research and practice. In P. Burnard, B-M. Apelgren & N. Cabaroglu (Eds), *Transformative Teacher Research. Theory and Practice for the C21st*. Rotterdam: Sense publishers. p. 25-38.
6. A. Rovio-Johansson & Å. Ingerman (2016). Continuity and development in the phenomenography and variation theory tradition. *Scandinavian Journal of Educational research*, 60(3), 257-271.
7. J. Lönngren, Å. Ingerman, & M. Svanström (2016). Avoid, Control, Succumb, or Balance: Engineering students' approaches to a wicked sustainability problem", *Research in Science Education*, doi:10.1007/s11165-016-9529-7
8. M. Berge & Å. Ingerman (2017). Multiple theoretical lenses as an analytical strategy in researching group discussions. *Research in Science & Technological Education*, 35(1), 42-57.
9. C. Osbeck, Å. Ingerman & S. Claesson (Eds) (2018), *Didactic classroom studies* Lund: Nordic academic press. Also OA-published by Kriterium: <http://kriterium.se>
10. A. Kullberg & Å. Ingerman (2022). Researching conditions of learning—Phenomenography and Variation theory, *Oxford Research Encyclopedia of Education*, doi: 9780190264093.013.1708